

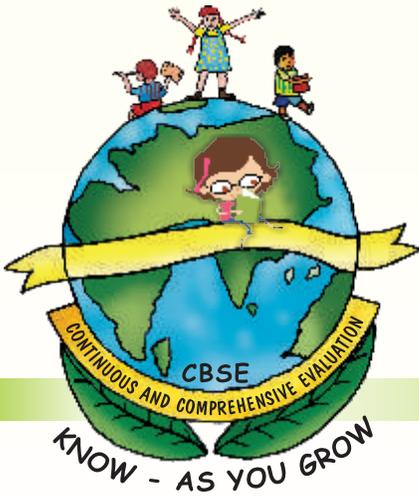
नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....





ENTREPRENEURSHIP

Class-XI



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India

Entrepreneurship Class XI

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹[प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

और ²[राष्ट्र की एकता और अखंडता]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद् द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
 - (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
 - (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
 - (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
 - (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
 - (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
 - (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
 - (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
 - (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
 - (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (12.12.2002) से अंतः स्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

Foreword to the Revised Edition

The CBSE's Entrepreneurship curriculum for classes XI and XII, stands out for its strong dynamism, continuous evolution and development. Since 2001, the curriculum has been changed by adopting the functional approach. In the current climate of psychological, social and economic changes, society is influenced by explosive knowledge creation and exponential technology growth. Thus the need to modify and infuse changes in the Entrepreneurship Curriculum at +2 level is a necessary step in the up gradation and updation of the existing curriculum.

The course aims at providing the basic concepts of entrepreneurship, thereby equipping the students with entrepreneurial values, attitudes, motivation and competencies so that they can pursue a career that also calls for creativity and innovation. To accelerate the pace of development of our economy, we need, more entrepreneurs who generate wealth and job opportunities for the country. Infact the entire world needs 'job providers'.

The increasing use of the internet also impacts on our objectives to give our learners a greater autonomy in their learning and enabling differentiated instruction, and, its transformational impact on the teaching methods and deployment of assessment tools, consistent with those objectives. At +2 level, students begin to contemplate and introspect on their choice of subjects for higher studies. For some students, this stage may be the end of their formal education, leading to the world of work and employment; for others, the foundation for higher education. They may choose either a specialized academic course or job-oriented vocational courses. Entrepreneurship would equip them with the necessary skills to make a meaningful contribution towards their personal and professional growth in future.

The revised edition of Entrepreneurship incorporates new chapters that introduce students to market dynamics and encourage their hidden entrepreneurial skills. The revision aims at providing some background information, case studies, activities, new templates and basic concepts to help the students attain a better understanding of higher-order concepts that are being dealt with in greater detail in the curriculum of class XII.

Teachers handling the course need to inform themselves regarding the effective use of course content, teaching methodology, management of group work and independent individual work, management of large classes, appropriate use of assessment tools, grading and record keeping to benefit their students.

The revision of this book would never have been possible but for the sincere effort, devotion and leadership of Dr. Sadhana Parashar, Professor & Director [Academics, Research, Training & Innovation], CBSE and Mr. Sandeep Sethi, Education Officer with his team. Any further suggestions are welcome and will be incorporated in the future editions.

VINEET JOSHI
Chairman, CBSE

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Guidelines for Practical Examination

The main objective of the course in Entrepreneurship is to generate among students the initiative, creativity, self-reliance and enthusiasm so as to empower them to become entrepreneurs, both in spirit and performance. A number of skills such as observation, evaluation, communication, resource mobilization and management, risk assessment, team building etc. are also to be developed in the students. Leadership qualities, sensitivity to business ethics and adherence to a positive value system are the core disciplines that the course highlights while presenting different concepts related to entrepreneurship.

Such a course should necessarily have a strong experiential component in the form of practical work. The objectives of the practical work for students are:

1. To introduce them to the world of business by developing in them the core skills and competencies required for an entrepreneur.
2. To develop qualities such as leadership, confidence, initiative, facing uncertainties, commitment, creativity, people and team building, integrity and reliability.
3. To acquire the skills and knowledge needed for conducting surveys, collecting, recording and interpreting data and preparing simple estimates of demand for products and services.
4. To prepare a Project Report.
5. To equip themselves with the knowledge and skills needed to plan and manage an enterprise through case studies, conducted and recorded by the students in different fields such as resource assessment, market dynamics, finance management, cost determination, calculation of profit and loss etc.
6. To instill important values and entrepreneurial discipline.

FORMAT

Any three:

Total Marks: 30

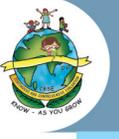
1. **Case Study**
2. **Learn to Earn**
3. **Exhibition**
4. **Visit and Report of a District Industries Center**

I. CASE STUDY

Procedure:

Instructions to students; X

- Select a business according to your interest.
- Identify your Role Model. (RM)
- Find a student of your stream with similar interest.
- Organize a meeting using references. (Respect their privacy; it can be with a prior appointment or use of networking skills).



Home Work:

Prepare 'snapshots' about your Role Model and details to help you in the process of conversation.

Example: his/her personal details, his/her business, family etc.

Questionnaire/ Question bank to be used by the student to seek details about the Role Model.

1. **Background:** Family; birth place; education; vision and ambitions in life
2. **Role Model:** Who and why? Did your option change with time? Give reasons.
3. **Experiences:** List the options available/thought of/tried and reasons for selecting the particular venture. Was it technical knowhow or hands on experience. What role did education play in the whole process? Is education more important than experience?
4. **Turning Point:** Road to success, cost of success. Having a mentor, his/her role in motivating when situations were against you.
5. **Achievements and Acknowledgements:** 1st achievement/mile stones.
6. **Changing Times:** Market and market trends; technology; environment factors (political, legal, socio cultural, economic). Business then and now. Local to global transformation; presence of competition; how to face competition. Plans for expansion: growth parameters; identifying the hurdles and finding solutions.
7. **Future:** Vision for the times to come; next generations
8. **Self-Actualization:** Contentment in life; giving back to the society (staff and labour welfare, environmental concerns).
9. **In Retrospect:** Three decisions you wish to change. Give reasons.
10. **Business Mantra:** What according to you is the reason for their success?
11. **Message to our Youth:** A few words of motivation for the young people.

Note to the teacher:

Choose a mixed group of entrepreneurs from different social and educational backgrounds. The chosen entrepreneur should be easily accessible, i.e., local entrepreneurs to be approached.

Allocation of Marks

S. No.	Basis	Marks
1	Presentation/Creativity	02
2	Content	04
3	Viva-voce	04
	Total	10



II. LEARN TO EARN

Objective:

To understand:

- The importance of earning, be it small or big
- How to sell
- The value of money
- Appreciating and respecting the effort put into generating income

Process:

- The teacher discusses the advantages and disadvantages of manufacturing / trading / service.
- The student identifies categories and works on the possibility of having different types of money generating activities within the limits of the school.

Options:

1. Manufacturing

- Chocolates
- Snacks - *bhelpuri, sevpuri*, sandwiches etc
- Beverages - cold coffee, lemonade, ice tea
- Handmade cards
- Potted plant
- Best out of waste
- Syrups
- Any other suggestion by the teacher

2. Trading

- Stationery
- Beads
- Wrist bands
- Sprouts, cereals and pulses
- Craft work
- Biscuits
- Packaging material
- Fruit juices
- Seasonal and festival related specifics: *diyas, candles, rakhis, souvenirs, puppets* of various types/designs.
- Any other suggestion by the teacher



3. Services

- Mehandi art
- Running the school canteen
- T-shirt painting
- Running the stationery shop
- Sale of saplings
- Games
- Sale of second hand books/novels
- Any other suggestion by the teacher

4. Occasions

- Parent Teachers Meet
- Carnivals, school fests
- Weekly canteen specials
- Important events in schools where parents and children are there and are a source of purchasing power.
- The students can think of innovative ways to promote such events.
- Important for the teacher to take permission from the Principal before planning such an event
- The School Head, Teacher and Students decide what to do with the profits thus generated.

Allocation of Marks

. No.	Basis	Marks
1	Group Work	02
2	Presentation/Creativity	02
3	Understanding and Learning	02
4	Documentation of records	02
5	Viva-voce	02
	Total	10

III. AN EXHIBITION

The teacher divides the class into seven groups (1 for each unit). Each group is given a unit and asked to exhibit the content of that unit in any of the following forms



(Teacher to keep the nature of unit content in mind while forming these groups)

1. Charts
2. Models
3. Acronyms
4. Skits
5. Quizzes
6. Puzzles
7. Games
8. Debates
9. Puppet shows
10. Power Point Presentation
11. Story Telling
12. Songs
13. Poetry
14. Film Clips/
15. Documentary

A date should be fixed in advance to allow more schools to be invited for the exhibition. Students can exhibit their case studies or any other project work done during the academic year. The exhibits have to be explained by the groups, making the concepts of their respective units simpler and easily understood even by a layman.

Allocation of Marks

S. No.	Basis	Marks
1	Group Work	03
2	Presentation/Creativity	04
3	Understanding and Learning	02
4	Audience Response	01
	Total	10

IV. VISIT TO DISTRICT INDUSTRIES CENTRE (DIC)

Objective:

To understand

- The grants/schemes offered by the Government
- Various training centres for skill development
- Testing centres for quality assurance for helping the entrepreneurs
- Financial institutions offering assistance to the Entrepreneurs

Process:

- Teachers to arrange a trip for all the students to the District Industries Centre in their area, to understand the grants/schemes offered by the Government to Entrepreneurs



- Teachers to take permission from school administration for taking the students on a field visit to DIC
- Students prepare a list on what kind of information they would expect to find from DIC such as:
 - Assistance provided for start-ups
 - Whether mentorship is provided or not
 - Level of technical assistance provided
 - Setting up of a small scale industry
 - Registrations required
 - Grants/schemes provided
 - Specific grants provided for women entrepreneurs
 - Financial assistance provided
- After the students have noted all the points, they prepare the report on the basis of any small scale industry which they would like to start. For example: If the student wants to start an Export Oriented Unit, he/she must consider the legal procedures involved in it. As a woman entrepreneur why assistance is provided by the government.
- Students need to submit a report on the basis of all the points covered

Expected Learning Outcomes from the Project:

- Students learn the procedure of setting up of a small scale industry
- Understand the various statutory legislations involved in the process
- Understand the financial assistance provided for the enterprises

Allocation of Marks

S. No.	Basis	Marks
1	Content	08
2	Report	02
	Total	10